

Sarasota University Montessori Master's Program – Course Descriptions

EDL600 Strengths-based Educational Leadership

Course Description:

Using the framework of strength-based leadership, students will learn how to apply leadership theory in a way which promotes a culture of commitment, rather than simply compliance. Based upon a background of positive psychology strength-based leadership recognizes the strengths of all employees as a focus, rather than the remediation of weaknesses as a way of doing business.

In this foundation course, positive psychology (Seligman), and strengths psychology (Clifton) are studied as a practical way to accomplish Florida's leadership standards (Golden). Students learn that great organizations understand that each employee is different and, by emphasizing capabilities rather than deficits, capitalize on those differences. Using the science of strengths-based leadership, students study their own strengths and how to build their educational community around the strengths of each employee to move their schools to greater academic achievement.

EDU620 Improving Schools through Data-driven Change

Course Description:

Students will study generic and their institution's test, attendance, and graduation data to discuss and describe possible paths to improvement. This course is designed to move leaders from "I think" solutions to "the data suggest" solutions. Students will practice "real world" decision-making to meet the standard: "High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement." Students will personalize their study to meet the needs of their charter, public and traditional private Montessori schools.

EDU621 Culturally-responsive Education

Course Description:

In this course, students will explore and analyze various organizational, management, and instructional strategies that work best for educating culturally diverse students. While actively experiencing responsive education within a learning community, students will reflect on diverse cultural experiences to form a personal understanding as a basis to integrate multicultural school/classroom experiences to improve the academic success of all students by building on student personal strengths. The theory of "Multiple Intelligences" and current research available in educational neuroscience will be the basis for developing a plan for meeting student needs to enhance student cognitive, social, and emotional success through a nurturing school/classroom environment.

EDU622 Brain-based Education

Course Description:

In this course, students will explore brain research to examine developments in the field of neuroscience, and how these new understandings about the brain and learning can influence classroom practices. Class participants will actively construct their own learning making it personally relevant to their various teaching settings. Topics to be explored include how the brain processes, stores, and retrieves information, art infused across the content areas, processes involved in higher order thinking and learning, transfer of learning, and critical thinking.

EDU623 Introduction to Peace Psychology

Course Description:

This course explores a foundational overview of peace psychology principles focusing on the nature, cause, intervention, and prevention of the determinants of peace. Students will analyze how peace psychology can be applied to a variety of interpersonal settings, and to promote conflict resolution and create non-violent social environments.

EDU624 Comparative Educational Philosophies

Course Description:

Students will explore various educational theorists such as Rousseau, Pestalozzi, Frobel, Montessori, Dewey, Piaget, and Gesell. Developmental Learning Theory, Behavioral Theory, Cognitive Theory, Holistic Theory, and Maturation Theory will be explored as students compare and analyze educational philosophies.